

# Title II of the Higher Education Act

## Institutional Report

### APPENDIX C

#### Annual Institutional Questionnaire on Teacher Preparation:

**Academic year: 2001-2002**

Office of Postsecondary Education, U.S. Department of Education

**Report Year 3:** (Fall 2001, Winter, 2002, Summer 2002)

Institution name:	Drury University		
Respondent name and title:	Daniel R. Beach		
Respondent phone number:	(417) 873-7336	Fax:	(417) 873-7269
Electronic mail address:	dbeach@drury.edu		
Address:	900 N. Benton		
City:	Springfield	State:	MO Zip code: 65802

### Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

### Section I. Pass rates.

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
<b>Institution Name</b>	Drury University
<b>Institution Code</b>	6169
<b>State</b>	Missouri
<b>Number of Program Completers Submitted</b>	153

Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	153				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Professional Knowledge</b>							
Principles of Learning and Teaching (7-12)	524	1	1	100%	1		
<b>Academic Content Areas</b>							
Art: Content Knowledge	133	5	5	100%	96	95	99%
Biology	230	1	1	100%	1		94%
Biology: Content Knowledge, Part 1	231	2	2	100%	62	58	
Elem Edu: Curriculum, Instruction, and Assessment	011	113	111	98%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	11	11	100%	192	191	99%
French	170	1	1	100%	2		
Physical Education: Content Knowledge	090	5	5	100%	214	205	96%
Social Studies: Content Knowledge	081	13	13	100%	276	270	98%
<b>Other Content Areas</b>							
Speech Communication	220	1	1	100%	28	28	100%
<b>Teaching Special Populations</b>							

**Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>					
Institution Name	Drury University					
Institution Code	6169					
State	Missouri					
Number of Program Completers Submitted	153					
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	153				Statewide	
Type of Assessment <sup>2</sup>	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Institutional Pass Rate	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Statewide Pass Rate
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	1	1	100%	10	9	90%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	151	149	99%	3275	3155	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1	1	100%	156	156	100%

Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				270	256	95%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	153	151	99%	3711	3575	96%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## **Section II. Program information.**

### **A Number of students in the regular teacher preparation program at your institution:**

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **300**

### **B Information about supervised student teaching:**

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **151**

3. Please provide the numbers of supervising faculty who were:

**9** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**2** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**8** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **19**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **8/1**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **11 weeks**. The total number of hours required is **440** hours.

### **C Information about state approval or accreditation of teacher preparation programs:**

6. Is your teacher preparation program currently approved or accredited by the state?

- ☒ Yes    ☐ No
7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes    ☒ No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

### **Section III. Contextual information (optional).**

**A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

**B. Missouri has asked each institution to include at least the following information.**

#### **1. Institution Mission**

Drury is an independent university, church-related, grounded in the liberal arts tradition and committed to personalized education in a community of scholars who value the arts of teaching and learning.

Education at Drury seeks:

- To cultivate spiritual sensibilities and imaginative faculties as well as ethical insights and critical thought;
- To foster the integration of theoretical and practical knowledge; and
- To liberate persons to participate responsibly in and contribute to life in a global community.

#### **2. Educational Philosophy**

The professional preparation of teachers at Drury University is grounded not only in the academic disciplines, but also in a partnership with public schools. As part of the professional preparation of teachers, students participate in a series of clinical experiences which may begin as early as the freshman year and conclude in the senior year. Clinical experiences include teacher aiding in the public schools, field experiences related to areas of specialization, reading practica and student teaching. These experiences provide opportunities for Drury students to gain practical experiences working with special needs children as well as a wide variety of socioeconomic, cultural and ethnic groups.

The mission of the Drury University teacher preparation program is to:

- Develop liberally educated professionals with a disposition to make informed, reflective decisions;
- Help others learn; and
- Add value to the lives of children in a rapidly changing global society.

At Drury University we seek to prepare teachers who go beyond technical competence of “what works.” We strive to nurture a disposition and personal commitment which calls for teachers to be reflective, thinking practitioners who have a vision of schools as places of energy, learning, creativity, commitment and decency for all children.

The moral and ethical insights of teaching are caught as well as taught and these understandings are encultured throughout the experiences related to the teacher education program. The opportunity to associate with other students and faculty through activities such as the School Development Program, Drury Student Teachers’ Association, Kappa Delta Pi, field experiences and university courses creates a texture of moral and ethical insights and values which foster and renew a high sense of purpose and vision for the teaching profession. The School of Education and Child Development at Drury University strives to create an environment in which persons identify with the teacher preparation program and work cooperatively to revitalize the profession.

#### **3. Conceptual Frameworks**

The conceptual framework is expressed in the analogy of a bridge. The bridge analogy is powerful because it communicates the systematic design of the Drury University teacher education program and the interrelationship between purposes, processes, and outcomes.

The analogy of the bridge helps to express the connection between the world of practice and the body of knowledge, theory and research which exist for professional education. Bridges share three common principles for the integral strength of their construction: the pier, the arch, and the truss. Relating the analogy of the bridge to the model for teacher education, the pier is symbolic of the liberal arts general education. The arch represents the academic major or area of certification for the teacher. The truss helps to interlock and uniformly transmit the load over the entire structure. The truss system is representative of the professional education courses which are anchored to the liberal arts and interlocked with the academic major or area of teaching specialization.

The curriculum framework for the teacher certification program is organized around five domains with thirty-five key performance outcomes, which, in concert enable a teacher to practice active wisdom. Teachers with active wisdom demonstrate the ability to distinguish relevant from non-relevant issues and employ the knowledge base for teaching to add value to the lives of children.

#### **4. Program completers who teach in the private schools and out of state**

**Private Schools:**

**Out-of-State:**